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Investigating content knowledge of traditionally vs. alternatively prepared pre-service secondary mathematics teachers.

Issues Undergrad. Math. Prep. Sch. Teach., J. 1, Content Knowledge, 13 p., electronic only (2013).

Summary: Teacher content knowledge has been repeatedly linked to student achievement. Alternative mathematics teacher education programs are popular and prevalent, but do they prepare teachers with the content knowledge needed to teach secondary mathematics? This study reports on a quantitative analysis comparing scores between traditionally and alternatively prepared teachers on a secondary mathematics state licensure test. Results show that neither group had a passing mean, and traditionally prepared teachers typically score higher on the state licensure test, though only significantly higher in particular domains and total score.

Classification: D39 D49 C39 C49 B50

Keywords: teacher education programs; preservice teachers; academic achievement; scores; higher education
<http://www.k-12prep.math.ttu.edu/journal/contentknowledge/bonner01/article.pdf>